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ABSTRACT

This report includes a description of the early history of the project, a description of the two components involved in the project, and pertinent questions about the project which are answered. (MS)

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WETHERSFIELD SCHOOL DEPARTMENT

INTERIM REPORT

on

EVALUATION OF THE USE OF VARIOUS TYPES OF INCENTIVES IN EDUCATIONAL PROGRAMS

Wethersfield, Connecticut

April 4, 1972

TM 001 325

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WETHERSFIELD INCENTIVES PROJECT

Prepared by

HENRY J. FERRI

for

A.E.R.A. SYMPOSIUM

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Board of Education
200 MAIN STREET
WETHERSFIELD, CONNECTICUT 06109

HENRY J. FERRI, DIRECTOR
v. of Pupil Personnel Services & Special Education

EVALUATION OF THE USE OF VARIOUS TYPES OF INCENTIVES IN EDUCATIONAL PROGRAMS

Although the Wethersfield Federal Project entitled "EVALUATION OF THE USE OF VARIOUS TYPES OF INCENTIVES IN EDUCATIONAL PROGRAMS" has just been in operation since July 1, 1972, certain data collected since the incipiency of the project is starting to indicate that the usage of various types of incentives can have a significant impact on staff, students, parents, community, administration and material development.

Following is a concise narrative on the early history of the project; a brief description of the two components involved in the project; pertinent questions about the project and an attempt made to answer those questions.

HISTORY

In April, 1971 the Wethersfield School Department in conjunction with Dr. Steven Jung, consultant for the American Institute of Research, did submit to the United States Office

of Education, a proposal for a planning grant to study the usage of various incentives in education. The ideas and information for the writing of the planning grant grew out of a project that Dr. Steven Jung, Dr. Dewey Lipes and Peggy S. Wolfe completed for the U. S. O. E. The Project is titled "Study of the Use of Incentives in Education and the Feasibility of Field Experiments in School Systems" and is a thorough research of current studies of incentives both positive and aversive.

In December, 1970 Dr. Steven Jung contacted Mr. Henry J. Ferri, Director of Pupil Personnel Services & Special Education in the Wethersfield School Department and inquired if the Wethersfield School Department would be interested in an incentive project "To Study the Usage of Various Incentives in Public Education". After a visitation by Dr. Jung to the Wethersfield School Department and in-depth discussions about the proposed project, a decision was made by the School Department to be part of a large incentive project being proposed, which would involve five (5) other school systems. Planning grants by the six (6) schools were submitted and the Wethersfield project was one out of the six funded for a planning grant.

Henry J. Ferri, Director of Pupil Personnel Services and Special Education, was invited to an Office of Education meeting on April 15, 1971 at Philadelphia and was informed that Wethersfield had been selected to submit a formal proposal for

$100,000 grant to study the usage of various types of incentives. He also learned that he had approximately three (3) weeks to deve'op and submit a formal proposal. The Office of Education also made the decision that the formal proposal would have to contain two separate programs--a reading and a special handicapped component. This meant that the two separate components would have to include two rationales, two accountability systems, two evaluation systems, two separate budgets, etc.

On May 20, 1971 the formal project was completed and dispatched to the Office of Education in Washington, D. C. The document consisted of over one hundred fifty pages and since then, the document has expanded to one hundred seventy pages. Grant approbation was received from the Division of Plans and Supplementary Centers on June 29, 1971.

READING COMPONENT

1. Description and Rationale

   A three-year program proposes to investigate the use of external incentives to improve the reading achievement of students in grades 1 to 4. The primary purpose of the study is to determine the effectiveness of selected types of incentives in improving student performance in reading.

   The reading component is attempting to determine the benefits of positive incentives apart from the influence of other aspects of school curriculum and does attempt to coordinate its efforts with proposed incentives.

The incentives, as specified in the Community Involvement Section, were selected by the Community Council and consists of incentives acceptable to the School Department and the Community.

a. Student Incentives - micro-incentives: This technique presents incentives to the students contingent upon small positive increments in performance.

b. Student Incentives - macro-incentives: Incentives are contingent upon large units of student performance.

c. Parent Incentives: It is possible that both incentives, micro and macro, may be employed with parents.

Three target groups plus a control group are being utilized in the project as described below:

Control Group	Student Group
Parent Group	Student-Parent Group

The groups are composed of four (4) classes in each group with twenty-five (25) students in each class. Classes were selected randomly throughout the nine(9) schools involved in the project.

Increments in achievement are being measured by a range of possible specific behaviors and performance on normative or criterion-referenced tests. The first year is being spent in evaluating the use of incentives in one or more of the incentive models. After appropriate revision, the techniques proving to be valuable would be extended into a second year, and some consideration will also be given to expansion of the project during the second year. The final project year would be spent in assessing the effects of the first two years' treatment as well as in evaluating the results of phasing out the incentives and planning for wider utilization of successful incentive models.

2. Component Objectives

Performance objectives for the second component of the proposed incentives project are identified for students, teachers and parents. In the area of student performance objectives, teachers participating in the incentives project were involved in summer workshops and are still participating in workshops held throughout the year. As a result of these workshops the teachers in conjunction with the project administtation produced a set of student performance objectives in the area of reading and communication skills which constitute the major student product

outcomes for the first year of the incentives project. Performance outcomes are arranged in a hierarchial order beginning with readiness skills at the primary level and progressing through higher order cognitive skills at the 4th grade level, suitable to measurement, utilizing oral and written testing procedures.

SPECIAL HANDICAPPED COMPONENT

1. Description and Rationale

Prevention must be constantly strived for as the best solution to help students with performance deficiencies. Prevention is even more vital in education if we are to help pupils who have learning disabilities. These learning problems can encompass many educational areas. Research has already revealed that chance of change decreases proportionately as a child increases in age. Unfortunately, some children have deficiencies that are multiple. If tailored services are not provided early in the kindergarten or grade one, the student atrophies and becomes debilitated by the end of third or fourth grade that rehabilitation is almost an impossibility.

The Wethersfield School Department through a comprehensive testing program has been able to identify children who have weak sensory or fine

or gross motor deficiencies. In assessing these children in their educational progress over the last hree years, we have found out that modality dysfunctions can interfere greatly with total language development, reading progress and social emotional development.

If schools are going to ameliorate and strengthen modality weaknesses of children with learning disabilities, they must have the capacity and expertise to do the following:

a. Identify the child and specific diagnosis.
b. Diagnose the specifics of the problem.
c. Apply specificity in programming through the construction of behavioral objectives.
d. Employ incentive utilization that will provide the motivation that these pupils need so desperately.

The perceptual dysfunctions that interfere significantly with education productivity are auditory, visual, eye-hand coordination, language, fine or gross motorical problems, perseveration, hyperkinesis, and others.

The final objectives that teachers will construct will be specific and deal with the diagnosed learning disability.

In the handicapped component we have selected one hundred nineteen (119) students in kindergarten and first grade who have been diagnosed as having

auditory, visual, fine or gross motor deficiencies.

This component has two main goals:

(1) To train kindergarten and first grade teachers to provide special training for these children in the regular classroom.

(2) To strengthen the modality weakness so that at least 75% of the students can be integrated successfully into the regular classroom in the year 1972-1973.

PERTINENT QUESTIONS

Following are questions that staff personnel are constantly being asked. Because the project has only been in operation for eight (8) months, the questions can only be answered with limited statistical data. Therefore, subjective analysis must also be relied upon to give visibility about the first eight months of the project.

1. "CAN A COMMUNITY COUNCIL BE AN EFFECTIVE BODY IN AN INCENTIVES PROJECT?"

-Because the first publicity released by the newspapers used such words as 'bribe' and 'pay', the Project became so controversial in the community that a public information meeting had to be conducted. However, certain political opportunists and radicals who attended the meeting for their own purposes turned the meeting into a "public hearing" at which the Superintendent of Schools and Mr. Henry J. Ferri, Project Director, were ridiculed

by the opponents, and eulogized by other people who felt that the program could have a significant impact on the Wethersfield School System. This is when the Community Council took things in hand and implemented a program of action to get the public to support the project. The action involved canvassing by telephone, speaking to every major organization, semi-weekly publicity articles in major newspapers covering every aspect of the program. This had to be done because the experimental design would have to be changed and re-negotiated if fifteen to twenty percent of the parents would not let their children participate in the project. After the letters did go out to parents for their approval or disapproval, we had a return of 99% in favor of the project. I attribute much of the successful return to the involvement of the Community Council..

A Community Council can be most beneficial in helping to implement the many facets of a Project. We were very fortunate to have a very strong and representative group and they did much to get the residents of Wethersfield to accept the Project.

The Council has also been involved in the following activities:

A. Selecting the target groups to which student and parent incentives were to be offered.

B. Approving of the educational incentive experimental model.

C. Disseminating and interpreting of the project to the community.

D. Providing feedback to project personnel relating to any aspect of the project.

E. Selecting and approbating both the individual and group incentives.

F. Participating in the random selection of teachers.

G. Acquiring volunteers to assist in duties affiliated with the project e.g, monitors, test-correcters, etc

H. Attending monthly meetings and several workshops to select incentives and discuss other problems associated with the Project.

2. "CAN THE UTILIZATION OF VARIOUS TYPES OF INCENTIVES BE INSTRUMENTAL IN ENHANCING STUDENT ESTEEM?"

-As one assesses the conventional and traditional approaches and strategies utilized by many educational systems, we find that the vast majority of students involved inpast and present educational systems receive little if any positive reinforcements or stimuli on a regular basis. Such attempts as grades, competition, levels, grouping, etc. do little to enhance the self-esteem of a large number of students with whom we should be concerned.

The Wethersfield Incentives Project has built into it a motivational system that employs five (5) various types of incentives that every child involved in this project can earn either on a time-line basis or when he achieves those performance objectives that are designed for him. All students, regardless of their innate capacity, have the opportunity to experience success when they complete an expectancy level required of them. When the student does achieve his performance objectives, the instructors must use one of following types of incentives:

1. Instructors must utilize or employ any kind of social incentive e.g., praise, acknowledgement, pat on the back, etc.
2. Instructors must utilize the "knowledge of result" incentive which involves the necessary inter-action process between teacher and students to make certain decisions relating to the next set of objectives, e.g, time that the student and teacher feels he needs to complete the objective or when he will be prepared to take the criterion-referenced test.
3. Instructors must disseminate individual incentives as specified in the project time line.

4. Instructors are encouraged to use secondary reinforcers such as tokens, stars, etc. when students complete transitional objectives.
5. Instructors dispense group incentives as the time-line specified.

Thus, what we have been able to implement for each student is a motivational system based on incentives in which every child has the opportunity to receive a positive reinforcement. Teachers report this has had a tremendous effect on raising the self-esteem of many students. Students, to earn incentives, have to attain 80% accuracy on 100% of the objectives. To earn the large group incentives, the total group has to achieve 80% of the objectives with 80% accuracy. Following is an evaluation of results after the first and second earning periods:

Target Groups	No. of Groups	No. of Students & Sets of Participating Parents	Incentives earned by Individuals or Groups	Percent
Student Groups	8	200	8	100
Individual Material Incentives		200	197	98.5
Parent Groups	8		8	100
Parent-Student Groups	8	200	8	100

3. "CAN A MOTIVATIONAL SYSTEM BASED ON INCENTIVES PROMOTE A MORE INDIVIDUALIZED APPROACH TO LEARNING?"

-The incentives project as written and implemented stressed the utilization of approaches that were a departure from traditional competition, comparison, regimentation and isolation systems of learning.

The feeling of the project personnel was that these antideluvian systems did little to stimulate the vast majority of students who, for various reasons, very seldom received positive reinforcement from their educational environment. Therefore, we looked for other approaches that could be considered more flexible, personalized, experiential, individualized and differentiated.

In developing a program that would be more personalized, several decisions had to be made on how to best achieve a more human direction.

The following strategies were decided upon:

A) That the programming would have to be based on individual performance objectives and if possible, take into consideration the different modality learning styles of students.

B) That the student performance objectives, if they were going to be appropriate in meeting the requisites of all students, would have to have built into them the higher levels of

learning, e.g., memory through evaluation.

C) That the staff would have to develop and state the process for meeting the objectives and write the criterion-referenced tests for evaluating the objectives.

D) That the staff would have to become knowledgeable about various incentives and a system for implementing of incentives would have to be established.

To evaluate if individualization is being practical in the experimental groups, a trained monitoring team presently makes weekly observations of all classes involved in the project.

The statistics below are based on observations of the experimental groups and involve a 20-minute observation period by trained monitors and checking student's behavior every five (5) seconds.

Definitions:

Exp. R--Experimental Group-Reading
Exp. O--Experimental Group-In other disciplines not including reading
Alone --Student is working on his own.
Peer --Student is involved with peers in an educational endeavor
T-Ind.--Interaction between teacher & student is visible.
T-SG ---Teacher is involved in small group instruction
T-LG ---Teacher is involved in large group instruction activities
NP/U ---Unobtrusive behavior. Time out-time to think, etc.

	Alone	Peer	T-Ind.	T-SG	T-LG	NP/U
Exp. R	3685	862	487	1920	21	1272
Exp. O	2466	534	285	556	3776	1034

Analysis of monthly observations on a sequential basis manifests that teachers in the project are starting to individualize in other academic areas. Therefore we are experiencing a "Hawthorn effect" taking place throughout the total experimental group.

4. "WILL PARENTS INITIATE INCENTIVES AT HOME?"

Two hundred (200) sets of parents are involved in the student and student-parent target group. For parent groups to receive their group incentives, the children of the parents must achieve 80% of the objectives at 80% accuracy.

The parents of children in this target group are responsible for employing reinforcement in the home when the teacher sends home a reinforcement card(*) notifying the parents that their child has achieved his objective; the parent writes on the card the incentive they have utilized and returns it to the teacher. (**) If the student does not achieve his objectives, the teacher also notifies the parents and the parents are then asked to provide assistance in rectifying the performance deficiency. Parents were also requested to attend meetings relating to orientation and to make a decision on what the group incentive should be.

* See Attachment I
** See Attachment II

Following is a statistical analysis of parent participation up to January 31, 1972:

	No. of sets of parents attending orientation meetings	116
*	No. of Reinforcement Cards returned	416
	No. of sets of parents involved in group incentives workshops	43

5. "CAN AN INCENTIVES PROJECT PROMOTE THE DEVELOPMENT OF INDIVIDUAL MANAGEMENT SYSTEMS?"

Although this was not one of the management objectives, eight (8) teachers in the Reading Component have developed exemplary systems for implementing a process for individualization. All eight systems established provide the flexibility for students to move at their own rate of accomplishment based on individual differences, provide reinforcement as specified in the project proposal, also such teacher behaviors e.g., reward stipulation and extending behavior have increased significantly. Since this was not an objective, the only measurement is subjective; however the monitoring system does support individualized management systems are being implemented.

6. "CAN A STAFF BE TRAINED TO WRITE BEHAVIORAL OBJECTIVES?"

The staff development component was and still is probably the most important part of the Incentives Project.

*See attachment I

The first week of Staff in-service focused on:

I. Orientation to the Incentives Project

II. Understanding and utilization of five (5) basic incentives systems.

III. How to write behavior objectives based on higher levels of learning and involving the cognitive, affective and psychomotor domains.

IV. How to evaluate behavior objectives by writing appropriate criterion-referenced tests.

The second week of Staff development stressed the following:

* I. Writing performance objectives for students that would be assigned for the coming year.

II. Build into the objectives the cognitive levels of learning.

III. Designate the process required to meet the intent of the objectives.

IV. Develop the criterion-referenced test to evaluate the objective.

V. Many teachers created learning units around the objectives utilizing diversified materials, project work, etc.

* See Attachments III , IV and V

7. "CAN AN INCENTIVES PROJECT PROVIDE DATA FOR THE FEDERAL GOVERNMENT ABOUT STUDENT AND PARENT INCENTIVE SELECTIONS?"

The material incentives plan was based on individual and group incentives.

The individual incentive is a small reward and is earned by the student if he achieves 80% accuracy on 100% of the objective.

The group incentives are large incentives earned either by the parents, students or parent-student groups. To receive this group incentive the total group of students had to achieve 80% accuracy on 80% of the objectives.

The following data has been collected and relates some idea of what students will choose for individual incentives, and what parent and student will select as group incentives.

Two hundred students involved in the Individual Student Target Group made the following choices:

Toys	Records	Books
162	26	9

We also have the definitive data that further indicates the kinds of toys, records and books selected.

The following group incentives were chosen by the Parent, Student and Parent-Student Target Groups:

	Educational Material for the School	Entertainment	Guest Speaker for Community	Field Trips
Parent	1	1		2
Student		1		3
Parent-Student	1	2	1	4

HANDICAPPED COMPONENT

The Handicapped Component which is a very significant part of the Incentives Project has also been totally implemented.

The same questions asked of the Reading Component can be asked of the Handicapped Component and although conclusive statistical data is not yet available, subjectively we can state that one of the main objectives has been achieved. Teachers in kindergarten and first grade can be trained and implement prescriptional programming to strengthen student modality weaknesses.

Teachers also take the initiative to establish their own individualized management systems so that prescriptional programming can be implemented.

Personnel in the Handicapped Component are responsible for all the same activities as the Reading Component; the only difference is that the Handicapped Component does not involve the utilization of material incentives.

CONCLUSION:

The impact of the Incentives Project germane to the community, parents, staff, students or individualization, and individual process development has been significant.

The Community Council has fulfilled every one of their objectives and has made excellent decisions germane to all tasks in which they have been confronted.

Parents on an individual and group basis who are part of the project are becoming more involved in their child's education.

The project has given the students involved an opportunity to feel good about themselves by being able to experience success on a regular basis.

Probably the greatest growth has been in staff, by creating and developing management systems, materials, and personalized approaches. Even more important is that the staff has taken on the responsibility for being accountable for what they have developed. Thus, there is a built in system of accountability and evaluation.

The most important contribution the project has to offer is a way to personalize education. If the project can accomplish this goal, through the usage of various incentives, it could serve as a model for education, industry and any other institution that

may be concerned with enhancing self-esteem, and promoting productivity in people.

ATTACHMENT I

PARENT REINFORCEMENT CARD

Dear _____.

_____ has shown accomplishment of the objectives set for him. Please show how pleased you are by:

1. Praising your child, and
2. Offering him a special treat of his own choosing

What was the special treat chosen?

A list of self choice —

Signature _____ Date _____

ATTACHMENT I

PARENT REINFORCEMENT CARD

Dear _____

Christine has shown accomplishment of the objectives set for him. Please show how pleased you are by:

1. Praising your child, and
2. Offering him a special treat of his own choosing

What was the special treat chosen?

Stay up a little later this week.

Signature _____ Date 4/1

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ATTACHMENT II

PARENT TUTORING FORM for incentive program.

Student: Michael

Parent:

Date: 11/23/71

Objective: Given a list of words, he will determine whether each word contains a long or short vowel.

Procedure: Correct those he has done. Read the examples & directions. Read through the words together exaggerating the vowel sounds. Then, let him do the rest of the drills on his own.

Parent Comment (optional)

Michael's first reaction to doing this work was negative, his reason being he did not want to do this work at home. I explained that it was a joint effort of child and parent and that if it was not done not only would it reflect his unwillingness but also my neglect to finish something I had agreed to do. He then did it willingly, swiftly and was pleased with himself that he completed it. (over)

Signature _____

Date Nov. 30, 1971

As I see some of Mike's difficulty lying in the area of his not completing assignments - I was pleased w the results of this first joint effort.

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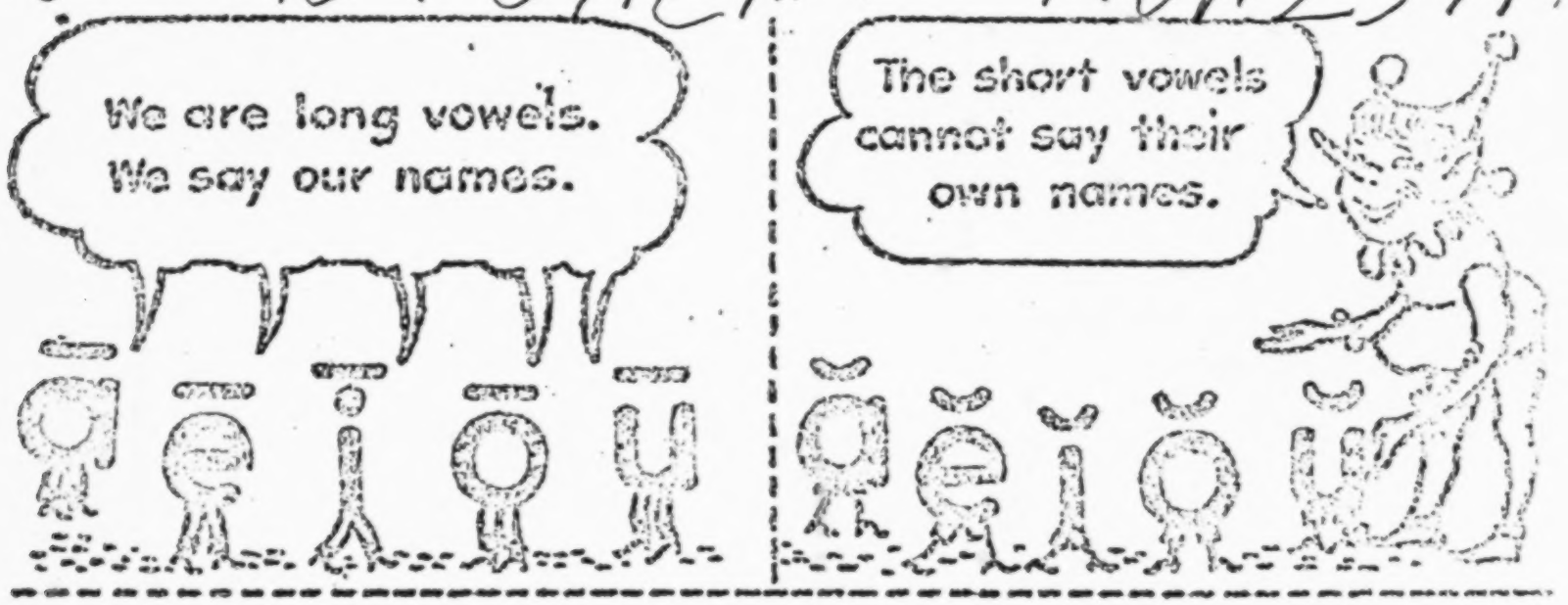

Finish

Mark the vowels in the following words. (– = long, ˘ = short)

rădĭō	măybē	sēcrĕt	ĕlĕphănt
hălō	hŏnĕst	pĕncĭl	chĭldrĕn
tŭlĭp	pĭănō	prĭnt	sănd wĭch
pĭtch	ērect	pŏlĭsh	lī ghtnĭng
mŭsĭc	năpkĭn	hātrĕd	hāystăck
hāĭr	dŭpĕct	ŏnĭŏn	pŭmpkĭn
Dāvĭd	răbbĭt	wĭllō w	rŭshĭng
hăbĭt	wĭndō w	fŏdĕr	sŭbjĕct
lŭnĭc	pŭnĭsh	sĭgnăl	shō wĭng
rō sĕs	pŭblĭc	pĕrĭŏd	kĭtchĕn
măgĭc	yĕllō w	rŏbĭns	hŭndrĕd
bēgĭn	pĭcnĭc	pĭllō w	snō wmăn
wĭndō w	bĕllō w	ĭrŏnĭc	fĭ ngĕr
pū pĭl	shădō w	pĭlgrĭm	frĭ ĕnd
pā lms	tŭblĕt	pĭō nēer	chĭckĕn

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ATTACHMENT II

PARENT TUTORING FORM

Student: Matthew Parent: Date; Jan. 4, '72

bjective:

He will alphabetize a list of words
cording to the first and second letter.
so, alphabetize names according to last
names.

rocedure:

1. Give him a list of 10 or 12 names and
have him alphabetize, by last names.
2. Give him a list (40 or 50 words) and
have him alphabetize, according to secon
letter. — example:

1. a s
2. a t
3. b a ll
4. b e ll
5. c a n
6. c o t
↓ etc.

arent Comment (optional)

thew was given a list of twelve names which
phabetized very readily.
was also given a list of 45 words in
ch he had to use the second letter also
Sent them in the proper order He has
e this to my satisfaction.

Signature _____

Date 1-11-72

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ATTACHMENT II

PARENT TUTORING FORM

Student: Matthew H. **Parent:** f **Date;** Feb. 1972

Objective: Matthew will write the plural form of given nouns which are changed by adding s, es, ies, ~~or~~ and the irregular form.

Procedure:

Review study sheet rules; make up lists of words for him to convert from the singular to plural form.

Parent Comment (optional)

Matthew has changed the singular into plural-using all forms (s, es, ies, + irregular).

The only time he gets a bit confused is when there is a vowel just before the y such as money — we have practiced this and he appears to have mastered it.

Signature [illegible]

Date 2-29-72

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ATTACHMENT II

PARENT TUTORING FORM.

Student: Tim **Parent:** **Date;** 2/29/72

Objective: The student will identify silent letters in given words.

Procedure: List a group of words on a paper. Have Tim read them aloud and ask him what letters he does not hear. For example: hate, knife, take, wake, wrong, right, window, dream, sign

Parent Comment (optional)

Auto e	late l	guy u	cradle l
knife k	date l	one e	handle l
take l	tonight gh	knife k	knuckle l
wake l	night gh	five e	kneel k
wrong w	cake l	frame e	enclose e
right gh	thought gh	yellow w	
window w	fruit l	blue e	
dream a		white e	
sign g		brown w	
		guide e	
		leash e	
		please e	
		twelve e	

31 Signature _____

Date 2/27/72

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ATTACHMENT II

PARENT TUTORING FORM

Student: Carol

Parent:

Date: Dec. 1971

Objective:
Given an illustration & several sentences, child will choose a sentence which describes the picture.

Procedure:
The magazine pictures or newspaper articles (or both) sentences, one which describes the picture well.

Parent Comment (optional)

Although some Pictures Had 3 questions Related to the Picture, Carol seemed to Have no difficulty picking the Sentence & felt best described the picture

Signature _____

Date 12-8-71

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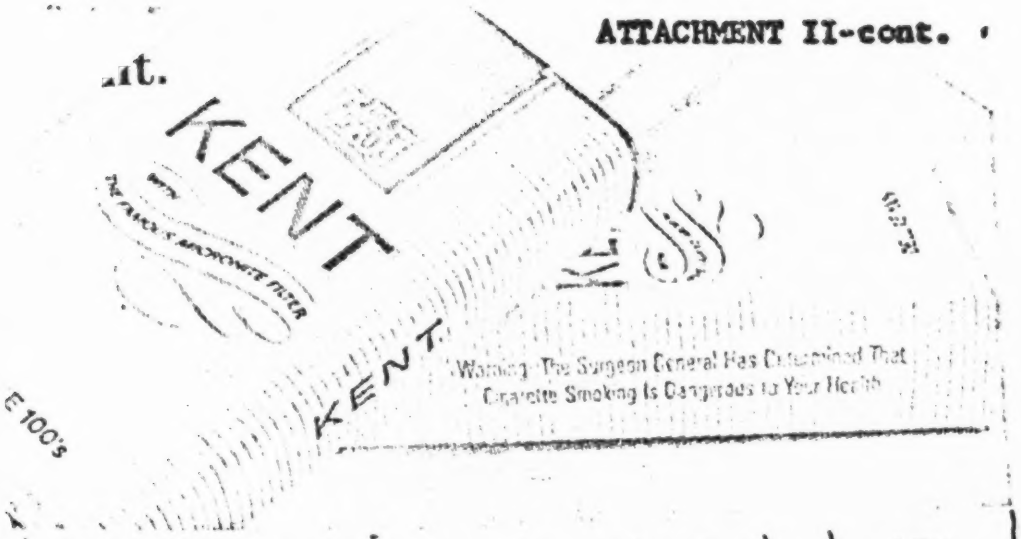

CIGARETTE SMOKING IS DANGEROUS TO HEALTH.

CIGARETTES ARE very expensive to BUY.

BLUE and WHITE PACKAGES are ATTRACTIVE.

MANY PLANTS do not GROW in WATER.

The COLORFUL GOLDFISH SWIMMING IN THE WATER make INTERESTING PETS.

BLACK FISH ARE NOT AS PRETTY AS THE RED ONES.

1 The DARK TREES make the FOREST LOOK SCARY.

2 THE CAR is empty.

3 A new CAR IS SOMETHING MOST PEOPLE LIKE TO HAVE.

1 WHITE PAINTED HOUSES are nice.

2 CHILDREN HELPING PARENTS DECORATE THE HOUSE IS ONE OF THE JOYS OF CHRISTMAS.

3 THE FATHER FORGOT to wear HIS H

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Behavioral Objectives -ATTACHMENT III-

Period 3 weeks

Name: Reed | Teacher: E. Dutman | School: Francis Hill

Grade: 3 | Group: P | C.A. | M.A. | Date 1/6/17

Problem: T16

Cognitive Level:

- Knowledge ☐
- Comprehension ☐
- Application ☐
- Analysis ☑
- Synthesis ☐
- Evaluation ☐

Psychomotor:

- Imitiation ☐
- Manipulation ☐
- Prescision ☐
- Articulation ☐
- Naturalization ☐

Objective: Student will demonstrate his understanding of positive, comparative & superlative forms of adjectives by completing a given sentence with the specified form of the word.

Process: Basic Goals in Spelling (Habetler) Unit 21 pp 70
Cyclo-teacher (LA-29 Spelling er + est endings)
by Field Bk. Encyclopedia

Criterion-Referenced Test Fill in the blanks with the right word.

high — Mt. Washington is the highest mountain.
white — That is whiter than my shirt.
kind — She is kinder than the other teach
cold — This is the coldest day of the ye
fast — He runs faster than her.
great — This cake is greatest x

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ATTACHMENT III

Behavioral Objectives

Period 2 weeks

Name: Christine **Teacher:** **School:**

Grade: **Group** **C.A.** **M.A.** **Date** 2/1/72

Problem: T16

Cognitive Level:

- ☐ Knowledge
- ☐ Comprehension
- ☐ Application
- ☐ Analysis
- ☐ Synthesis
- ☐ Evaluation

Psychomotor:

- ☐ Imitation
- ☐ Manipulation
- ☐ Precision
- ☐ Articulation
- ☐ Naturalization

Objective: S will demonstrate his understanding of positive, comparative & superlative forms of adjectives by correctly completing a given sentence with the appropriate form of a given adjective

Process: Basic Goals in Spelling P 70, 71, 72
Oral discussions
Board work

Criterion-Referenced Test

Primary Reading Inventory Form A. T16

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ATTACHMENT III

Behavioral Objectives

Period 2 weeks

Name: Christine **Teacher:** **School:**

Grade:	Group	C.A.	M.A.	Date
3	P			2/11/:

Problem: 23.2

Cognitive Level:

- Knowledge ☐
- Comprehension ☐
- Application ☐
- Analysis ☐
- Synthesis ☐
- Evaluation ☐

Psychomotor:

- Imitiation ☐
- Manipulation ☐
- Precision ☐
- Articulation ☐
- Naturalization ☐

Objective: Given a word S will supply another appropriate word to make a compound word.

Process: Basic Goals in Spelling. 3 P102–104
Oral discussion

Criterion-Referenced Test add a word to make compound words.

black ___		hot ___		no ___	
finger ___		doll ___			
wrist ___	36	what ___			
to ___		every ___			

ATTACHMENT III

Behavioral Objectives

Period 3

Name:	Teacher:	School:
	J. Bennett	Mitchell

Grade:	Group	C.A.	M.A.	Date
4	Parent			2/15/72

Problem: Rewriting Sentences Correctly (Caps, Spelling and Punctuation)

Cognitive Level:

- Knowledge ☐
- Comprehension ☑
- Application ☐
- Analysis ☐
- Synthesis ☐
- Evaluation ☐

Psychomotor:

- Imitiation ☐
- Manipulation ☐
- Prescision ☐
- Articulation ☐
- Naturalization ☐

Objective:

Given sentences in which there are errors on spelling, capitalization, and punctuation, student will rewrite each sentence correctly.

Process:

Reviewed briefly, in conference work covered since Sept. Used Using Good English-4 to introduce quotation marks-- pp 163-169, for self-help.

Gave as written work bottom of p 167 and A and B p. 169 in Using Good English-4 .

Criterion-Referenced Test

Reading Inventory p. 61

ATTACHMENT III

Behavioral Objectives

Period 2

Name:

Teacher: J. Bennett

School: Mitchell

Grade:	Group	C.A.	M.A.	Date
4	Parent			2/1/72

Problem: Using the Card Catalogue

Cognitive Level:

- Knowledge ☐
- Comprehension ☐
- Application ☑
- Analysis ☐
- Synthesis ☐
- Evaluation ☐

Psychomotor:

- Imitiation ☐
- Manipulation ☐
- Prescision ☐
- Articulation ☐
- Naturalization ☐

Objective:

Given samples of an authors, title, and subject card, student will demonstrate in writing her ability to distinguish the different cards from the card catalogue.

Process:

Practice was provided from my self-madekit. When she was able to identify the different kinds of cards, titles, authors, and subjects were provided her to search for from the library.

Criterion-Referenced Test

Reading Inventory P 63.

ATTACHMENT IV

Summary of Evaluation Questionnaire

Second Staff Development Workshop (N=19)

1. How do you feel about writing individualized performance objectives?

confident	16
reasonably confident	3
need more help	

2. How do you feel about constructing criterion-referenced tests?

confident	14
reasonably confident	5
need more help	

3. Do you feel that you understand the intent and the general design of the Incentives Project?

yes	19
no	

If not, why not? _____

_____

_____

4. Following Bloom's taxonomic structure for the cognitive domain, how do you feel about writing instructional goals to meet the innate styles of the individualized students in your class?

confident	12
reasonably confident	7
need more help	

5. Do you feel that you understand your responsibilities and function in the project?

yes	19
no	

If not, why not? _____

_____

_____

ATTACHMENT IV - continued

Second Workshop Evaluation Questionnaire - Continued

6. How do you feel about your understanding of the dissemination of the micro and macro inventives?

well understood	13
fairly well understood	5
need more explanation	1

7. Write a sample of a behavioral objective and criterion-referenced test item. Your sample may be one you prepared in this workshop.

Ratings of sample objectives

(a)	Learner behavior stated	19	(possible range 0-19)
(b)	Important	19	(possible range 0-19)
(c)	Observable	19	(possible range 0-19)
(d)	Conditions stated	17 1/2	(possible range 0-19)
(e)	Criteria stated	14 1/2	(possible range 0-19)

Ratings of sample test items

(a)	Complete	8
(b)	Directions not given	2
(c)	Not a test item	7
(d)	Inappropriate	2
	Total	19

8. Write an explanation of the Incentives Project covering such aspects as design, responsibilities of project personnel, and incentive dissemination. (see text of evaluation report)

ATTACHMENT V

Summary of Evaluation Questionnaire

First Staff Development Workshop (N=21)

1. Do you feel you were able to achieve all of the objectives, as stated?

yes	19
no	2

If not, why not?

(2 no responses related to attendance problems)

2. Do you feel the activities and resources provided, were sufficient for fulfilling the objectives?

adequate	6
more than adequate	15
less then adequate	

3. How would you rate the sound filmstrips used during the workshop?

excellent	15
good	6
fair	
poor	

4. How do you feel about the structure of the workshop?

too much	
too little	
about enough	21

5. Was enough time provided for discussion and interaction?

enough time	21
too much time	
not enough time	

6. How do you feel about writing and classifying cognitive objectives?

confident	7
reasonably confident	14
need more help	

7. In my opinion, the workshop was:

well organized	21
fairly well organized	
poorly organized	

ATTACHMENT V - continued

Workshop Evaluation Questionnaire - Continued

8. In your opinion, did the workshop meet its objectives as stated in the announcement?

yes 21
no _____

If no, why not?

_____

_____

_____

9. How would you rate the help provided by the staff?

adequate 7
more than adequate 14
less than adequate _____

10. In a summary statement please give your candid opinion of the workshop you have just completed. (see text of evaluation report)